

DETERMINATION OF ELIGIBILITY FOR OHI DUE TO THE EXISTENCE OF ADHD CHARACTERISTICS IN THE EDUCATIONAL SETTING

Student: _____

Date: _____

A student exhibiting ADHD characteristics who requires special education will meet the following criteria. For each criterion indicate yes or no and provide additional information as appropriate.

1. The following criteria shall be used by the IEP Team to identify ADHD characteristics within the educational setting:

- A. Documentation of ADHD characteristics is supported by an assessment report by a certified school psychologist, licensed psychologist, licensed clinical social worker, or medical doctor. If reports are submitted from non-school personnel, they shall be reviewed by the IEP team to determine if additional assessment data are necessary.
B. Documentation of ADHD symptoms as a chronic health problem is provided which indicates the degree of impact of the related behavioral characteristics (frequency, pervasiveness across all settings, length of time - at least 6 consecutive months) and the age of onset.
C. The student demonstrates limited alertness that is due to inattention, hyperactivity - impulsivity, or heightened alertness/sensitivity to environment stimuli. DSM-IV-TR criteria for inattention and hyperactivity-impulsivity shall be used for documenting limited alertness that results in limited alertness to the educational environment.

All three of the criteria have been met and the student has been identified with ADHD characteristics within the educational setting.

2. The following criteria shall be used by the IEP Team to identify OHI due to ADHD characteristics and the need for special education services:

- A. Documentation from qualified personnel indicates an adverse impact on the student's educational performance due to ADHD characteristics in one or more instructional areas as indicated in at least one of the following:
- Standardized educational assessment data indicate student is achieving significantly below average due to the inattention and/or hyperactivity.
- A documented pattern of the quantity and/or quality of work indicates the student is not maintaining a similar rate of academic progress as same-age-peers.
- A documented pattern of the limited availability for instructional activities or maladaptive behaviors is resulting in a significant, negative impact on educational performance.

Specify which performance indicators were used as evidence of an adverse impact on educational performance (examples are: portfolios, work sample, discipline records, grades):

- B. The IEP Team has considered other potential eligibility categories and has determined that the adverse impact on the student's educational performance is due to ADHD characteristics within the educational setting.